State Normal School

(Including Training and Model Schools),

Fitchburg, Mass.

Catalogue and Circular

For the year ending June 26, 1896.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 Post Office Square.
1896.

STATE BOARD OF EDUCATION, 1896.

EX OFFICIIS.

HIS EXCELLENCY FREDERIC T. GREENHALGE,* *Governor.*
HIS HONOR ROGER WOLCOTT, *Lieutenant-Governor, Acting Governor.*

By Appointment.

KATE GANNETT WELLS,	*Boston,*	May 25, 1896.
MILTON B. WHITNEY,	*Westfield,*	May 25, 1897.
GEORGE I. ALDRICH,	*Newtonville,*	May 25, 1898.
ELMER H. CAPEN,	*Somerville,*	May 25, 1899.
ELIJAH B. STODDARD,	*Worcester,*	May 25, 1900.
GEORGE H. CONLEY,	*Brookline,*	May 25, 1901.
ALICE FREEMAN PALMER,	*Cambridge,*	May 25, 1902.
JOEL D. MILLER,	*Leominster,*	May 25, 1903.

Secretary.

FRANK A. HILL, ... *Cambridge.*

Clerk and Treasurer.

C. B. TILLINGHAST, ... *Boston.*

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G. T. FLETCHER, ... *Northampton.*
JAMES W. MACDONALD, ... *Stoneham.*

Agent for the Promotion of Industrial Drawing.

HENRY T. BAILEY, ... *North Scituate.*

Assistant for Western Counties.

JAMES HALL, ... *Springfield.*

Board of Visitors.

JOEL D. MILLER, ... *Leominster.*
ELMER H. CAPEN, ... *Somerville.*

* Died March 5, 1896.

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INSTRUCTORS.

Normal School.

JOHN G. THOMPSON, PRINCIPAL.

Psychology, Principles of Education, School Law.

EMILY H. LEONARD, . .	*Psychology and Physiology.*
PRESTON SMITH, . . .	*Natural Science.*
LILLIAN M. MUNGER, . .	*English Language and Literature.*
HARRIET A. LUDDINGTON, .	*History and Geography.*
L. WALTER SARGENT, . .	*Drawing and Nature Study.*
ARTHUR J. ABBOTT, . .	*Vocal Music.*

Model School.

These schools are to be opened in the fall of 1896. Teachers are not yet selected.

KINDERGARTEN.

To be opened in the fall of 1896.

Training School.

CHARLES S. ALEXANDER, ... *Principal.*

Other teachers to be selected.

. . . CALENDAR . . .

Vacation and Holidays are marked by Light-face Figures; School Days are marked by Full-face Figures.

. . . 1896 . . .

JULY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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12	13	14	15	16	17	18
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26	27	28	29	30	31	- -
- -	- -	- -	- -	- -	- -	- -

AUGUST.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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30	31	- -	- -	- -	- -	- -

SEPTEMBER.

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27	**28**	**29**	**30**	- -	- -	- -

OCTOBER.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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25	**26**	**27**	**28**	**29**	**30**	31

NOVEMBER.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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DECEMBER.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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. . . 1897 . . .

JANUARY.

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31	- -	- -	- -	- -	- -	-

FEBRUARY.

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MARCH.

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21	**22**	**23**	**24**	**25**	**26**	27
28	29	30	31	- -	- -	- -

APRIL.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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25	**26**	**27**	**28**	**29**	**30**	- -

MAY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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16	**17**	**18**	**19**	**20**	**21**	22
23	**24**	**25**	**26**	**27**	**28**	29
30	31	- -	- -	- -	- -	- -

JUNE.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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13	**14**	**15**	**16**	**17**	**18**	19
20	**21**	**22**	**23**	**24**	**25**	26
27	28	29	30	- -	- -	- -

CALENDAR.

(See opposite page.)

SECOND SCHOOL YEAR, 1896–97.

1896.	June 25 and 26, Thursday and Friday,	First entrance examination.
	September 8 and 9, Tuesday and Wednesday,	Second entrance examination.
	September 10, Thursday,	Fall term begins.
	November 26 and 27, Thursday and Friday,	Thanksgiving recess.
	December 18, Friday,	Fall term ends.

WINTER VACATION, TWO WEEKS.

1897.	January 4, Monday,	Winter term begins.
	February 22, Monday,	Washington's Birthday.
	March 26, Friday,	Winter term ends.

SPRING VACATION, TWO WEEKS.

	April 12, Monday,	Spring term begins.
	April 19, Monday,	Patriot's Day.
	May 31, Monday,	Memorial Day.
	June 23, Wednesday,	School year ends.
	June 24 and 25, Thursday and Friday,	First entrance examination.

SUMMER VACATION, ELEVEN WEEKS.

	September 7 and 8, Tuesday and Wednesday,	Second entrance examination.
	September 9, Thursday,	School year begins.

There is no session of the school on Saturday. On other days, the hours are from 9 A.M. to 12 M. and from 1.45 P.M. to 3.45 P.M.

State Normal School at Fitchburg.

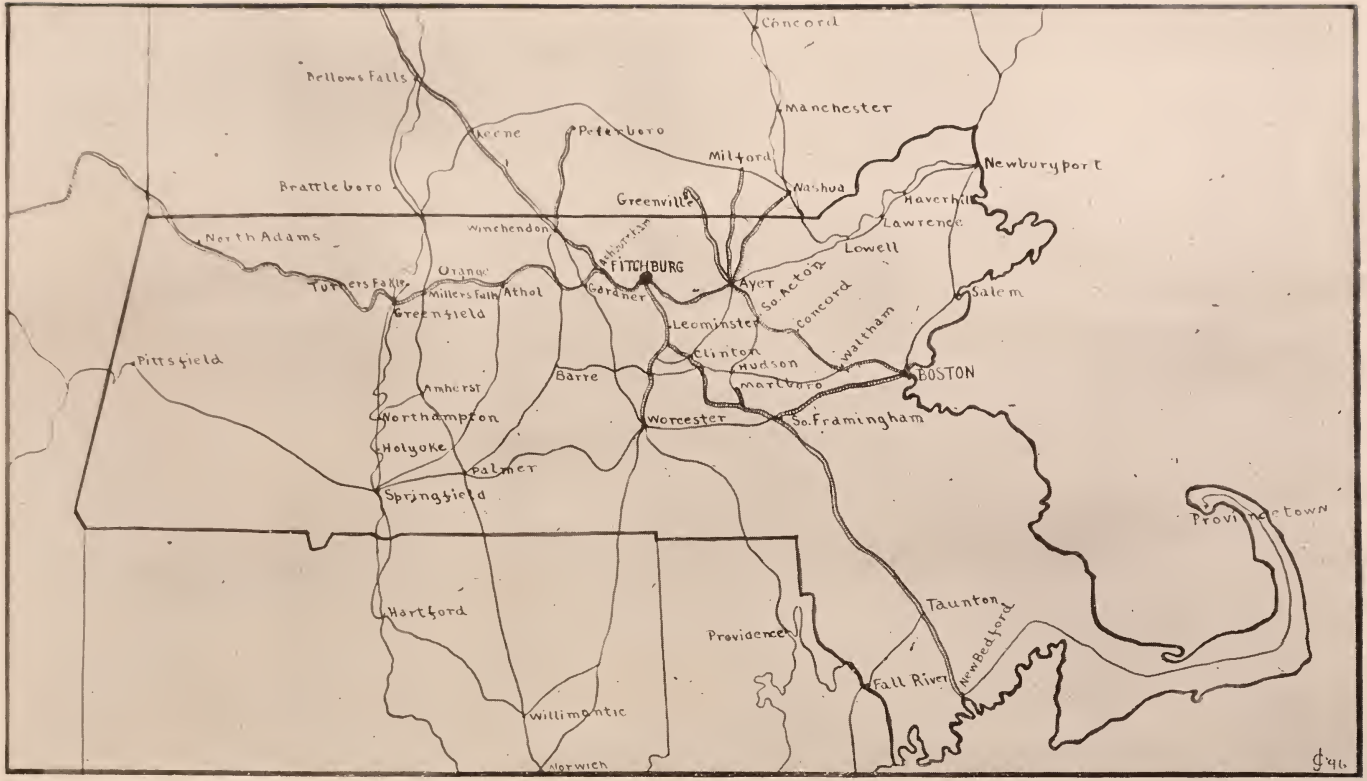
Establishment.

In pursuance of a resolve of the Legislature of Massachusetts, this school was opened in temporary quarters in July, 1895. But one class was admitted in September, — a class of forty-six young ladies, representing three States and seventeen towns. Fourteen of this number have had experience as teachers, in some cases an experience of four to five years. All indications point to a larger entering class for the fall of 1896, thus bringing the total enrolment of the school to between one hundred and one hundred and twenty-five.

Names of Students, 1895-96.

Ahern, Lorena S.,	Athol.
Bacon, Sadie M ,	Temple, N. H.
Ball, Lottie C.,	Baldwinville.
Bradford, Helen L.,	South Acton.
Brody, Anna M.,	Fitchburg.
Brown, S. Ethelyn,	Baldwinville.
Burns, Clara A. M.,	Ayer.
Chesley, Maud M.,	Fitchburg.
Chute, Josephine W.,	Leominster.
Davis, Bessie C.,	Fitchburg.
Day, Florence,	Fitchburg.
Donnelly, Margaret M.,	Fitchburg.
Eaton, Alice L.,	Woodstock, Vt.
Goodfellow, Maud A.,	Fitchburg.
Goodfellow, Florence E.,	Fitchburg.
Gorman, Alice M.,	Gardner.
Hackett, May A.,	Fitchburg.
Hanigan, Helena K.,	Fitchburg.
Hayes, Mary A.,	West Fitchburg.
Hopkins, Edith M ,	Fitchburg.
Jefts, Ruth M.,	Fitchburg.
Jones, Nan T.,	Fitchburg.
Jubb, Georgiana H.,	Fitchburg.
Keith, Erminnie I.,	Fitchburg.
Kilburn, Frances O.,	Sterling.
Kinsman, Sarah I.,	Fitchburg.
Kirby, Annie K.,	Fitchburg
Lee, Mary A.,	West Fitchburg
Lewis, Rolina H.,	Leominster.
Lincoln, Mary A.,	Leominster.
McGrath, Mary J.,	Fitchburg.
McNiff, Abbie M.,	Littleton.
Monahan, Jennie E	Orange.

Needham, Mary E.,	Ashburnham.
Newton, Mary G.,	Ashburnham.
Pettigrew, Annie W.,	Maynard.
Priest, Martha C.,	Gardner.
Robbins, Winifred E.,	Ashby.
Roper, S. Isabel,	Westminster.
Sawyer, Neva E.,	Littleton.
Shannon, Mary L.,	Fitchburg.
Sheehan, Mary F.,	Fitchburg.
Sheehan, Helen J.,	Fitchburg.
Sprague, L. Gertrude,	Westminster.
Willard, Lottie J.,	Ashburnham.
C. Blanche Horton	Lancaster


Concord
Bellows Falls
Manchester
Keene
Peterboro
Milford
Newburyport
Brattleboro
Greenville
Nashua
Haverhill
Lawrence
Winchendon
North Adams
Ashburnham
FITCHBURG
Lowell
Orange
Ayer
So. Acton
Turners Falls
Millers Falls
Athol
Gardner
Concord
Salem
Greenfield
Leominster
Waltham
Pittsfield
Clinton
Hudson
Barre
BOSTON
Amherst
Marlboro
Northampton
Worcester
So. Framingham
Holyoke
Palmer
Springfield
Provincetown
Taunton
Hartford
Providence
New Bedford
Fall River
Willimantic
Norwich

LOCATION.

Fitchburg, one of the most rapidly growing and enterprising cities of Massachusetts, had in 1895 a population of 26,409. It is readily reached by railroad from any point in the New England States, situated, as it is, on the Fitchburg Railroad, one of the two trunk lines crossing Massachusetts, and at the terminus of the northern division of the New York, New Haven & Hartford Railroad. An almost inexhaustible supply of pure water and its excellent system of sewers and drainage, combined with its naturally healthful situation, make it, from the standpoint of health, one of the most desirable residential cities of the State. Its large and well-selected public library and its fine art museum, together in the beautiful Wallace Building, afford unusual advantages for special work by normal school pupils.

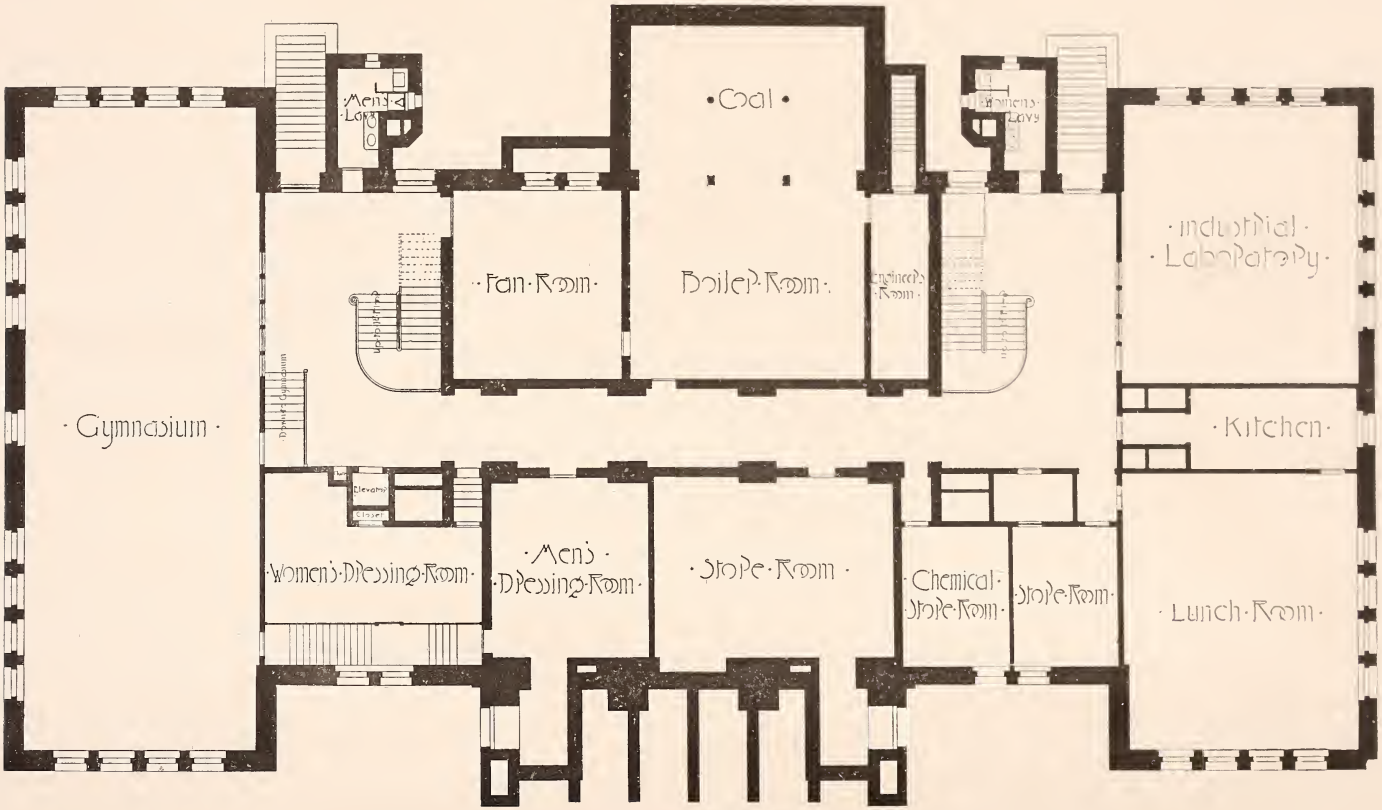
The size of the city, insuring a large number of children of school age, removes any difficulty in regard to obtaining pupils for training and model schools. Beginning with September, 1896, about six hundred school children of all grades will be under the management of the normal school authorities in the training and model schools connected with the normal school.

THE BUILDINGS.

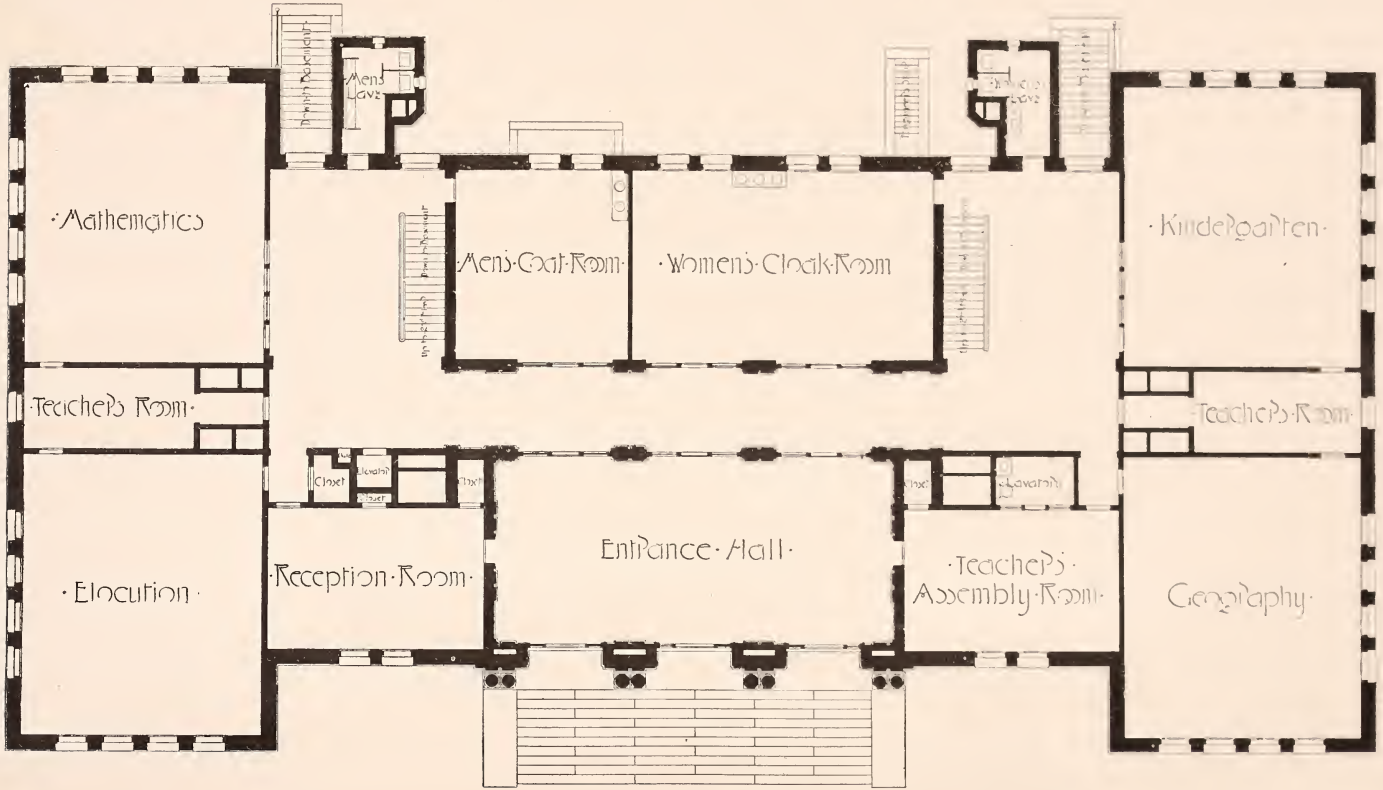
The normal school proper, a cut of which forms the frontispiece of this catalogue and of which floor plans are shown, is being erected and furnished by the Commonwealth of Massachusetts at a cost of about $150,000. It is situated within ten minutes' walk of the union depot, upon an elevation reached by a gentle grade. Its position, although very easy of access by a scarcely perceptible incline, gives an extended and beautiful view in nearly every direction, showing Pearl Hill on the north, Woods Hill on the west, Mt. Wachusett on the south and the Lunenburg hills and meadows on the east.

The front of the building is one hundred and seventy-one feet long, including the side wings, each with a front of thirty-three feet, the central front being sixty feet deep. The wings have a projection of twelve and one-half feet from the central portion both front and rear, thus forming the letter "H" in its ground plan. The building is constructed of red New Hampshire brick, red terra-cotta and granite. The roof is covered with Munson, Maine slate and copper. The principal entrance is constructed with three arched openings, a colonnaded porch and massive buttressed flight of steps leading to the entrance vestibule. This vestibule is fifty-three feet long and twenty-four feet wide by thirteen feet high. The floor is laid in block mosaic, walls of yellow brick, and ornamented pilasters of ivory-white terra-cotta, with beamed and panelled stucco ceiling. From this vestibule are entrances to the reception room and teachers' assembly room, each being twenty-seven by eighteen feet in size, with cloak and closet room.

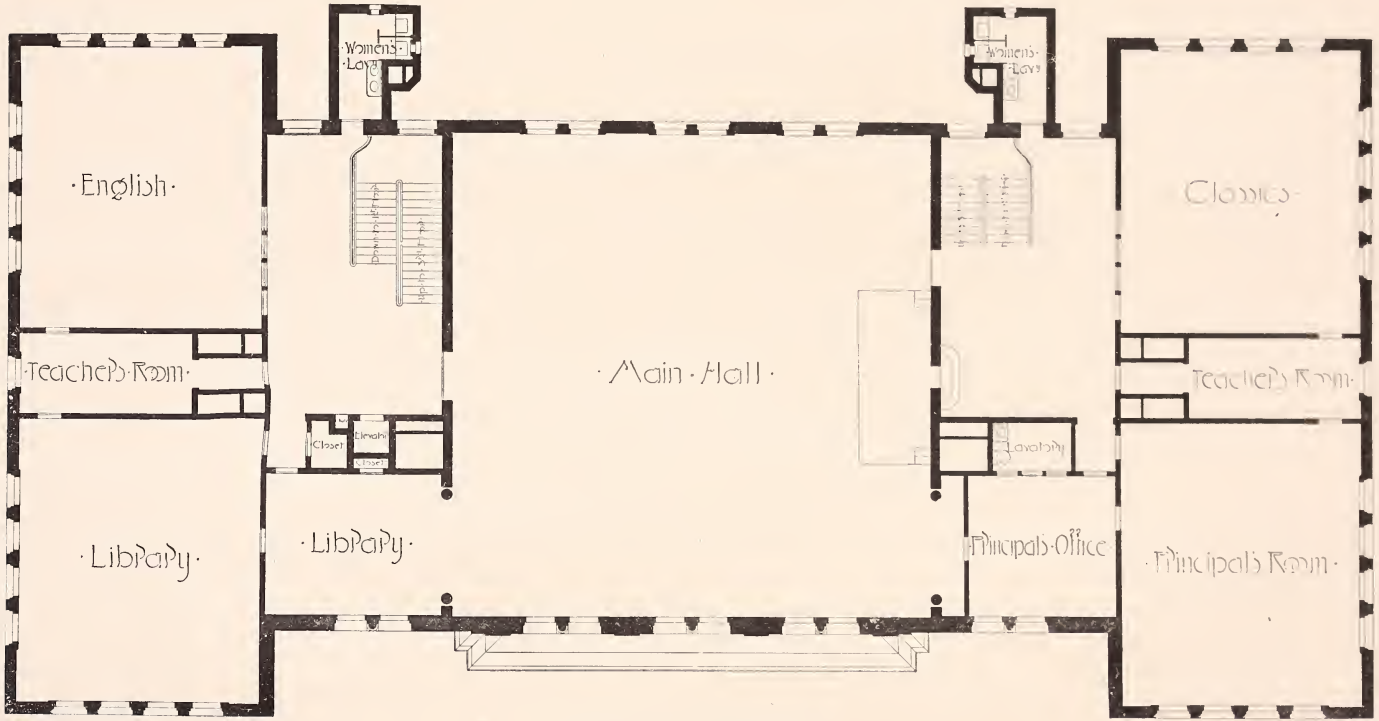
In connection with this vestibule is the main hallway with its two staircases. On the first story are the general cloak rooms, rooms for the kindergarten and model schools, and for geography and history. These rooms are thirty-five by thirty feet, with smaller rooms for teachers. The second floor contains the main hall, sixty by sixty feet and seventeen feet high, in connection with which are the library and reading room and room for English literature, history and rhetoric; also on this floor are the rooms for mathematics, the principal's office, recitation room and teachers' rooms.



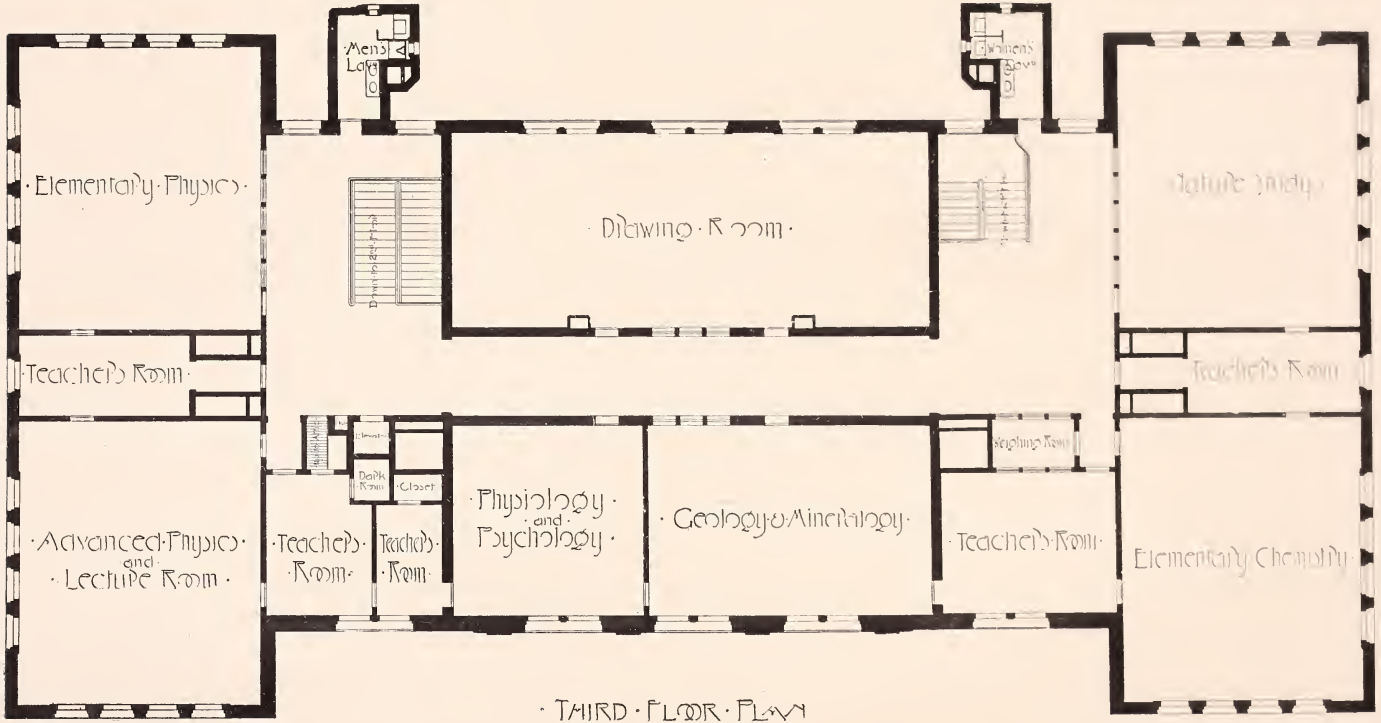
BASEMENT PLAN



FIRST FLOOR PLAN



SECOND FLOOR PLAN



THIRD FLOOR PLAN

On the third floor are located the drawing-room, sixty by twenty-three feet, rooms for geology and mineralogy, physical and chemical laboratories, physical lecture room, recitation rooms for nature study, physiology and psychology, and a dark room for photography.

The basement story contains the gymnasium, eighty by thirty feet and eighteen feet high, also the industrial laboratory, lunch and store rooms, besides the rooms in which the heating and ventilating apparatus is placed.

The lavatories are placed in rooms in the rear of the building, connecting with each floor. The fixtures of the same are of the most approved sanitary appliances.

The heating is done by both direct and indirect radiation, and regulated by the Johnson system of automatic regulation of temperature. The ventilation is done by mechanical means.

The kindergarten and model schools will for the present be housed in the building described above. Later they will be transferred to a building to be furnished by the city of Fitchburg.

The training schools are in buildings belonging to the city of Fitchburg, and known as the Day Street and the Highland Avenue schools. These two buildings furnish a total of fourteen rooms, representing all grades below the high school.

THE DESIGN OF THE SCHOOL.

The State Board of Education declares: "The design of the normal schools is strictly professional; that is, to prepare, in the best possible manner, their pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

"To this end, there must be the most thorough knowledge, *first*, of the branches of learning required to be taught in the schools; *second*, of the best methods of teaching those branches; and, *third*, of right mental training."

The Fitchburg Normal School aims to accomplish the end for which it is designed: —

I. By a thorough review of the subjects that pupils will be called upon to teach after graduation, followed by a systematic study of physiology, psychology (including child study) and the history and science of education. In this work two things are attempted: —

1. To teach pupils how to study both from books and from nature.

No text-books are used. Each pupil is supplied with a small consulting library, which she is to supplement by the school library and by the Fitchburg public library. The following are the books in the consulting library furnished each member of this year's entering class. Other volumes will be added for the second year's work: —

Physical Geography — Guyot.
Complete Geography — Frye.
Compend of Geology — LeConte.
Tables for Determination of Common Minerals — Crosby.
Common Minerals and Rocks — Crosby.
Our Common Birds and How to Know Them — Grant.
Lessons in Botany — Gray.
How to Know the Wild Flowers — Dana.
The Trees of North-eastern America — Newhall.
The Shrubs of North-eastern America — Newhall.
Epochs of American History: —
The Colonies — Thwaites.
Formation of the Union — Hart.
Division and Reunion — Wilson.

American History — Sheldon.
American History — Montgomery.
History of the United States — Fiske.
History of the United States and its People — Eggleston.
English History — Montgomery.
Ancient History — Myers.
Mediæval and Modern History — Myers.
The Childhood of the World — Clodd.
Civil Government in the United States — Fiske.
An Outline of Lessons in Drawing for Rural Schools — Bailey and Sargent.
English Literature Primer — Brooke.
American Literature Primer — Watkins.
Short Courses in Reading — Winchester.
Composition and Rhetoric — Williams.
English Grammar — Whitney and Lockwood.
Practical Rhetoric — Genung.
Myths of Greece and Rome — Guerber.
Foundation Studies in Literature — Mooney.
Academic Dictionary — Webster.
Report of the Committee of Fifteen.
The Public Statutes of Massachusetts relating to Public Instruction.

A large amount of field and experimental work is required, especially in geography, geology, other natural sciences and nature work. Pupils are not expected to get from books what they can, without too great expense of time and effort, get from nature herself.

2. To teach pupils how to present the work to others. The would-be teacher who knows how to study, how to use books and to interpret nature, who knows her subject and is interested in it, has made a great step towards the goal she is seeking. Such preparation is followed by a systematic study of physiology, psychology (including child study) and the history and science of education.

II. By giving each pupil an opportunity to observe model work in every grade. It is hoped to make these model schools as nearly as possible model in all respects, — in number of pupils, equipment, etc., as well as in methods of teaching.

III. By requiring each pupil to teach twelve or more weeks in the training school, under expert supervision, but with as full a responsibility for general management and discipline as though she were in charge of a room in any town or city school. Each

pupil is expected, before receiving a diploma, to demonstrate in the training school her ability to control and to teach.

IV. By so arranging classes and pupils in classes that much attention can be given to the individual, so that those who are more mature or better fitted to do a greater amount of work can proceed more rapidly than those less mature, or those who of necessity must travel more slowly or else go over the work in a superficial manner.

V. By making the pupils acquainted with the personality and ideas of leading educators.

We have begun this work in a small way this year. Addresses have been given during the year as follows : —

Mr. John T. Prince — Comenius.
Mr. James W. MacDonald — Habit.
Mr. George A. Walton — School Management.
Mr. Henry T. Bailey — Our Architectural Inheritance.
Mr. A. W. Edson — Training to Think.
Mr. G. T. Fletcher — Educational Conditions and Requirements.
Mr. Frank A. Hill — Horace Mann.
Mrs. Kate Tryon — Our Common Birds.
Mr. J. G. Edgerly — Individuality.
Mrs. Kate Gannett Wells — Manners.
Miss Edith Barnes — Common Birds.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher. They must present certificates of good moral standing, give evidence of good intellectual capacity (*records of their scholarship standing in the high schools are desired*) and be graduates of high schools whose courses of study have been approved by the Board of Education; or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a good high school education. The examinations for admission shall cover such elementary and high school subjects as may be determined by the Board.

For 1896 and thereafter, until further notice, the examinations will embrace papers on the following groups, a single paper with a maximum time allowance of two hours to cover each of groups 1, 2 and 4, and a single paper with a maximum time allowance of one hour to cover each of groups 3 and 5 (*five papers with a maximum time allowance of eight hours*): —

1. *Languages.* — (*a*) English, with its grammar and literature, and (*b*) one of the three languages, — Latin, French and German.

2. *Mathematics.* — (*a*) Arithmetic, (*b*) the elements of algebra and (*c*) the elements of plane geometry.

3. *History and Geography.* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

4. *Sciences.* — (*a*) Physical geography, (*b*) physiology and hygiene, (*c*) physics, (*d*) botany and (*e*) chemistry.

5. *Drawing and Music.* — (*a*) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (*b*) musical notation.

Oral Examinations.

Candidates will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to them and the school, at the discretion of the examiners. In this interview, the object is to gain some impression about the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidences of qualification that might not otherwise become known to their examiners. Any work of a personal, genuine and legitimate character that candidates have done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered at this time, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature, the following kinds of possible presentation are suggested, but the candidates may readily extend the list: —

1. A book of drawing exercises, — particularly such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniments of diagrams, observations and conclusions.

3. Any essay or article that presents the nature, successive steps and conclusion of any simple, personally conducted investigation of a scientific character, with such diagrams, sketches, tables and other helps as the character of the work may suggest.

4. Any exercise book containing compositions, abstracts, analyses or other written work that involves study in connection with the literature requirements of the examination.

SPECIAL DIRECTIONS.

I. Languages.

(*a*) *English.* — The importance of a good foundation in English cannot be overrated. The plan and the subjects for the examination will be the same as those generally agreed upon by the colleges

and high technical schools of New England. While candidates are strongly advised to study, either in school or out, *all* the works given in this plan, the topics and questions will be so prepared for 1896, and thereafter until further announcement, that any candidate may expect to meet them who has mastered *half* of the works assigned for reading (or a bare majority of them) and *half* of the works assigned for study and practice, the selection to be at the candidate's option or that of the school which he attends.

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, idiom or division of paragraphs.

1. *Reading and Practice.* — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics to be chosen by the candidate from a considerable number — perhaps ten or fifteen — set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present an exercise book properly certified by his instructor, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination will be: —

1896. — Shakespeare's *Midsummer Night's Dream;* Defoe's *History of the Plague in London;* Irving's *Tales of a Traveller;* Scott's *Woodstock;* Macaulay's *Essay on Milton;* Longfellow's *Evangeline;* George Eliot's *Silas Marner.*

1897. — Shakespeare's *As You Like It;* Defoe's *History of the Plague in London;* Irving's *Tales of a Traveller;* Hawthorne's *Twice-Told Tales;* Longfellow's *Evangeline;* George Eliot's *Silas Marner.*

1898. — Milton's *Paradise Lost*, Books I. and II.; Pope's *Iliad*, Books I. and XXII.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *Vicar of Wakefield;* Coleridge's *Ancient Mariner;* Southey's *Life of Nelson;* Carlyle's *Essay on Burns;* Lowell's *Vision of Sir Launfal;* Hawthorne's *The House of the Seven Gables.*

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure, and will also test the candidate's ability to express his knowledge with clearness and accuracy.

The books set for this part of the examination will be: —

1896. — Shakespeare's *Merchant of Venice;* Milton's *L'Allegro, Il Penseroso, Comus and Lycidas;* Webster's *First Bunker Hill Oration.*

1897. — Shakespeare's *Merchant of Venice;* Burke's *Speech on Conciliation with America;* Scott's *Marmion;* Macaulay's *Life of Samuel Johnson.*

1898. — Shakespeare's *Macbeth;* Burke's *Speech on Conciliation with America;* DeQuincey's *Flight of a Tartar Tribe;* Tennyson's *The Princess.*

(*b*) One only of the three languages, — *Latin*, *French* and *German.* The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language. The candidate is earnestly advised to study *Latin* and either *French* or *German.*

II. Mathematics.

(*a*) *Arithmetic.* — Such an acquaintance with the subject as may be gained in a good grammar school.

(*b*) *Algebra.* — The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

(*c*) *Geometry.* — The elements of plane geometry as presented in any high school text-book. While a fair acquaintance with ordinary book work in geometry will, for the present, be accepted, candidates are advised, so far as practicable, to do original work with both theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

III. History and Geography.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar

with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised.

IV. Sciences.

(*a*) *Physical Geography.* — The mastery of the elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography, better preparation still is assured.

(*b*) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(*c*), (*d*) *and* (*e*) *Physics, Chemistry and Botany.* — The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in good high schools. Study of the foregoing sciences, or of some of them, with the aid of laboratory methods, is earnestly recommended.

V. Drawing and Music.

(*a*) *Drawing.* — Mechanical and freehand drawing, — enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(*b*) *Music.* — The elementary principles of musical notation, such as an instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

It may be said, in general, that if the ordinary work of a good statutory high school, even if it is of the second or lower grade, is well done, candidates should have no difficulty in meeting any of the academic tests to which they may be subjected. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be over-estimated. The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners with their fitness.

Reasonable allowance in equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination.

TIMES OF EXAMINATION.

The first examination in 1896 will be held on Thursday and Friday, June 25 and 26.

The second examination in 1896 will be held on Tuesday and Wednesday, September 8 and 9.

Candidates are advised to present themselves, so far as practicable, at the first examination.

TIMES OF ADMISSION.

New classes will be admitted only at the beginning of the fall term, and as the studies of the course are arranged progressively from that time, it is important that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

GENERAL TWO YEARS' COURSE OF STUDY.

This course is designed primarily for those who aim to teach in public schools below the high school grade. It comprises substantially the following subjects: —

1. Psychology, history of education, principles of education, methods of instruction and discipline, school organization and the school laws of Massachusetts.

2. Methods of teaching the following subjects: —

(*a*) English, — reading, language, rhetoric, composition, literature and history.

(*b*) Mathematics, — arithmetic, book-keeping, elementary algebra and geometry.

(*c*) Science, — elementary physics and chemistry, geography, physiology and hygiene, and the study of minerals, plants and animals.

(*d*) Drawing, vocal music, physical culture and manual training.

3. Observation and practice in the training school and observation in other public schools.

Graduates of colleges and universities, and of high schools of a high grade and standing, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the above curriculum of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

GENERAL INFORMATION.

Tuition is free to all who declare their intention to teach in the public schools of Massachusetts; for others, tuition is thirty dollars a year.

Text-books and supplies are as free as in the public schools.

Season tickets can be obtained from any of the railroads entering Fitchburg at greatly reduced rates.

Board and rooms within a short distance of the normal school can be secured at reasonable rates.

State aid to a limited extent may be granted to deserving persons, after they have been in attendance for at least one term. Such aid is not furnished pupils whose homes are in Fitchburg.

Eight scholarships in the scientific department of Harvard University are available for graduates of the State normal schools. Each scholarship covers the annual expense for tuition, — one

hundred and fifty dollars. Scholarships are given for the first year upon the recommendation of the normal school principals. They may be annually renewed on the recommendation of the faculty of the scientific department at Harvard.

Parents and friends of pupils and all others who are interested in our work are cordially invited to visit and inspect the school.

For catalogues, specimen examination questions for admission, blanks for various certificates required, and such additional information as may be sought, address the principal at Fitchburg.